

**Letter of Application for All New Degrees Programs with/without Concentrations, Certificates, Duplications of Existing Community College Programs, Collaborative/Joint Programs**

***Refer to TBR Policy 2:01:01:00, TBR Guideline A-010, and THEC Policy A1:0 and A1:1 before developing a Letter of Application.***

**INSTRUCTIONS: Please respond to each question. If the question is not applicable, please use “NA” and include a brief explanation of why the question is not applicable to the proposed action. The form will expand to allow space as needed and must be submitted to the TBR Vice Chancellor for Academic Affairs and the Vice Chancellor for Community Colleges as designated in A-010.**

**SECTION I. INTRODUCTION**

**DATE OF SUBMISSION:**

**INSTITUTION(S):**

**TITLE OF PROGRAM:**

**CIP and SOC CODES:**

 **CONCENTRATIONS:**

 **CIP and SOC CODES:**

**PROJECTED DATE FOR SUBMISSION OF IMPLEMENTATION PORTFOLIO:**

**TARGET DATE FOR BOARD APPROVAL:**

**PROPOSED DATE OF PROGRAM IMPLEMENTATION:**

 **A. PURPOSE:** (Goals and Objectives in keeping with Institutional Mission)

(Specify: campus specific, regional, state-wide, national, International; Population: Traditional, Non-traditional [over 25], Military, Dual Enrollment [High School], Workforce, or other; Academic, Workforce development and/or Research Needs)

 **B. INSTITUTIONAL PRIORITY** (Justify why this is a priority at this time and summarize

 the institution's current program development plans; institutional plans and meeting

 benchmarks to exit from post-approval monitoring, for any flagged programs; and

 resource commitments)

### .

 **C. NEED:** (Identify the academic, workforce development, and/or research needs the

program proposed in this letter of application will meet. Cite employment projections and

 supply/demand data appropriate to the discipline and degree level as justification using the

 Bureau of Labor Statistics (bls.gov), O\*Net (onenetonline.org) and the THEC

 supply/demand analyses ([http://tennessee.gov/thec/Divisions/AcademicAffairs/academic\_programs/THEC%20supply%0and%20demand%20Final.pdf](http://tennessee.gov/thec/Divisions/AcademicAffairs/academic_programs/THEC%20supply%0And%20demand%20Final.pdf)), as appropriate, for the degree or certificate field.

 A brief survey of the need and demand for the program should be conducted in order to

 inform development. Summarize the results.

 Letters of support from industry stating that the proposed credential is recognized and would

 add value to their workforce should be included. Address sustainability of the program both

 in the short term (1-2 years) and longer term (5+ years) beyond the anticipated date eof the

 first program graduates per THEC policy.

**D. IMPACT:**

###  Describe the articulation and transfer avenues projected for the proposed program in

###  compliance with PC§ 49-7-202. Describe the anticipated effect the program will have on

###  existing associated degree programs or concentrations within the institution as well as other

###  institutions within the system.

**E. DIVERSITY STATEMENT:**

###  Provide a statement in keeping with the TBR approved campus Diversity Plan of how the

###  program will enhance diversity.

**F. PLANS FOR ACCREDITATION:**

###  (Identify the source and **projected date** of Professional accreditation if applicable; if the

###  proposed program requires a SACSCOC Substantive Change Review and, if so, describe the

###  scope of the substantive change. Information on actions constituting substantive change can

###  be found at the following website: http://www.sacscoc.org/substantivechange.asp . If there

###  are no plans to seek specialized accreditation, please provide reasons.)

**G. IDENTIFY ANY LOW PRODUCING PROGRAMS AT YOUR INSTITUTION(S)**

 **BASED ON THEC ANNUAL PROGRAM PRODUCTIVITY REPORT(S):**

**H. LIST ALL NEWLY APPROVED AND ESTABLISHED PROGRAMS INCLUDING**

 **CERTIFICATES OFFERED THROUGH ANY PUBLIC INSTITUTION IN**

 **TENNESSEE INCLUDING THE TENNESSEE COLLEGES OF TECHNOLOGY AT**

 **THE SAME LEVEL (WITHIN THE SAME OR SIMILAR CIP**

 **[**[**HTTP://NCES.ED.GOV/IPEDS/CIPCODE/SEARCHRESULTS.ASPX?Y=55&CA=2**](http://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&ca=2)**]**

 **AND SOC CLASSIFICATIONS**

 **[**[**HTTP://WWW.BLS.GOV/OES/CURRENT/OES\_STRU.HTM**](http://www.bls.gov/oes/current/oes_stru.htm)**]). A CIP TO SOC AND**

 **SOC TO CIP CROSSWALK IS AVAILABLE AT**

[**HTTP://NCES.ED.GOV/IPEDS/CIPCODE/RESOURCES.ASPX?Y=55**](http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55)**. THE THEC**

 **WEB-BASED INVENTORY AND PROGRAM PRODUCTIVITY ANALYSIS FOR**

 **STATE INSTITUTIONS ARE AVAILABLE AT:**

[**HTTP://TENNESSEE.GOV/THEC/DIVISIONS/ACADEMICAFFAIRS/AA\_MAIN.HTML**](http://tennessee.gov/thec/Divisions/AcademicAffairs/aa_main.html)**.**

**I. IDENTIFY ANY LOW PRODUCING PROGRAMS IN THE SAME OR SIMILAR**

 **CIP/SOC CODES IN ANY PUBLIC INSTITUTION IN TENNESSEE BASED ON**

 **THE CURRENT THEC LISTING OF PROGRAMS FAILING TO MEET**

 **ENROLLMENT OR GRADUATION BENCHMARKS AS POSTED ON THE THEC**

 **WEBSITE BASED ON THEC ANNUAL PROGRAM PRODUCTIVITY REPORT(S)**

 **AT THE TIME OF SUBMISSION OF THE LETTER OF APPLICATION:**

**SECTION II: ARTICULATIONS, COLLABORATIONS AND DUPLICATIONS**

 **INCLUDING INTERDISCIPLINARY PROPOSALS**

1. If a similar program to the one proposed already exists at other institution(s) in the state, describe any opportunities for collaboration with other institutions that have been or will be pursued.

 B. For any proposed articulated or collaborative program(s):

1. Which institution(s) will have a degree-granting authority?
2. Which institution(s) will have the authority for faculty hiring, course assignment, systematic evaluation, and reappointment decisions?
3. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?
4. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?
5. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?
6. In addition to the information provided by each participating institution regarding Financial Projections, please address the following items:
	* + How will tuition rates be determined if they differ among the institutions?
		+ Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the Letter of Application. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.
		+ What arrangements, if any, have been made for exchange of money between participating institutions?
		+ Provide Financial Projections (using the THEC Financial Projection form) for each institution involved PLUS an aggregate form representing all financial projections for proposed programs involving multiple institutions.
		+ If one institution wishes to discontinue the program, what agreements exist for terminating the offering?
		+ Specify any other issues and how they are proposed to be addressed.
7. If the proposed program is currently available through the Academic Common Market (ACM) (<http://www.sreb.org/page/1304/academic_common_market.html> ), explain why the need for the requested program/course development cannot be better met through collaboration or in the case of universities, the ACM.
8. If a 100% online program is being proposed:

1. If the institution(s) is (are) authorized to offer the same program as a ground program,

 will the existing program be maintained in addition to on-line delivery?

 Review the State Authorization Reciprocity Agreement ( <http://www.wiche.edu/sara>)

 for additional requirements if the program will be advertised as open to residents

 outside of Tennessee.

2. Specify whether

 [ ] ROCC (Regents Online Campus Collaborative)\* credit
 [ ] ROCE (Regents Online Continuing Education & Workforce

 Development)\*noncredit

 [ ] Other Institutional Collaborative or Industry-Institutional Partnerships

 Length of Agreement:

Open-ended or limited (provide start and end dates)

3. Check all institutions and organizations that will participate in the collaborative:
 Universities: ( ) APSU ( ) ETSU ( ) MTSU ( ) TSU ( ) TTU ( ) UOM
 Community Colleges: ( ) CLSCC ( ) COSCC ( ) CSTCC ( ) DSCC ( ) JSCC

 ( ) MSCC ( ) NSCC ( ) NSTCC ( ) PSTCC ( ) RSCC

 ( ) STCC ( ) VSCC ( ) WSCC

4. List any other support agencies including clinical affiliations, government, health and

 Business that will participate and provide evidence in portfolio per THEC 1.1.20K:

5. List any international collaborations which will be pursued and provide

 documentation of interest by the international partner institution(s), if available.

***\*For Doctoral Programs, provide letters from presidents of Tennessee institutions offering same or similar CIP doctoral programs within the same broad geographic service area certifying that the doctoral program will not be perceived as duplicative.***

### ***\*For Technical Certificates, provide documentation of notification to Tennessee Technology Centers within the service area.***

**SECTION III: PROGRAM STRUCTURE**

1. Residency requirements (in keeping with SACSCOC requirements):\_\_\_\_\_\_\_\_\_
2. Macromajors or Academic Foci:

|  |  |
| --- | --- |
| **ACADEMIC FOCI** | Check all applicable |
| Arts |  |
| Business |  |
| Education |  |
| Health Sciences |  |
| Humanities |  |
| Social Sciences |  |
| STEM |  |
| Applied Science and Technology |  |
| General Education |  |

1. **CURRICULUM:** The proposed program requires completion of \_\_\_ Semester Credit

Hours (SCH) distributed as follows (IF more than 120 SCH provide

 justification per THEC 1.0.60A):

 1. General Education (Undergraduate only):

 Rubric/Number Course Title SCH

 2. Major Field Core (courses required of ALL students in a program)

 Rubric/Number Course Title SCH

3. Concentrations(s): (Identify and list courses for each concentration separately;

 undergraduate concentrations must be at least 15 SCH; graduate concentrations at

 least 12 SCH.)

Rubric/Number Course Title SCH

 4. Electives: (May be guided or general electives; Include descriptions, prerequisites, or

 restrictions that may apply.)

Rubric/Number Course Title SCH

5. Other credits (If applicable, describe requirements for thesis, dissertation, clinical

 experience, internship, portfolio or other capstone experience.)

Rubric/Number Course Title SCH

 6. Number of NEW courses (include newly developed yet never taught courses):

 \_\_\_\_\_ with \_\_\_\_ SCH

7. Number of SCH anticipated from transfer, articulation, PLA and other sources per

 THEC 1.06.0) (specify source):

8. For Universities only: Indicate all Tennessee Transfer Pathways (TTP)

 acceptable for entry into the proposed program per THEC 1.0.60:

|  |  |  |
| --- | --- | --- |
| TTP | Yes | No |
| Accounting |  |  |
| Agriculture-AGBUS |  |  |
| Agriculture-Animal Science |  |  |
| Agriculture-Plant and Soil Science |  |  |
| Art (Studio) |  |  |
| Biology |  |  |
| Business Administration |  |  |
| Chemistry |  |  |
| Civil Engineering |  |  |
| Computer Science |  |  |
| Criminal Justice |  |  |
| Economics-Business |  |  |
| Economics-Liberal Arts |  |  |
| Electrical Engineering |  |  |
| English |  |  |
| Exercise Science |  |  |
| Foreign Language |  |  |
| Geography |  |  |
| History |  |  |
| Information Systems |  |  |
| Kinesiology |  |  |
| Mathematics |  |  |
| Mass Communication |  |  |
| Mechanical Engineering |  |  |
| Music |  |  |
| Physics |  |  |
| Political Science |  |  |
| Pre-Health (Pre-Dental, Vet, Med,  OPT, Pharm) |  |  |
| PreK-12 |  |  |
| Pre-Nursing  |  |  |
| Pre-Occupational Therapy |  |  |
| Pre-Physical Therapy |  |  |
| Psychology |  |  |
| Social Work |  |  |
| Sociology |  |  |
| Speech Communication |  |  |
| Theatre Arts |  |  |

**SECTION IV: STUDENT ENROLLMENT PROJECTIONS**

### Estimate the unduplicated annual full-time, part-time and FTE enrollments and number of graduates for the first five years of program operation. Include anticipated international enrollment if used as a primary recruiting tool. If the proposed program involves more than one institution, provide aggregated as well as disaggregated data for all institutions.

### Complete a minimum of 3 years projection for certificates and associate degrees, 5 years projection for undergraduate and masters degrees and 7 years for doctoral degrees.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year****(specify Term & AY start)** | **Full-Time****Headcount** | **Part-time****Headcount** | **International** **Headcount** **Anticipated** | **Total Year****Headcount** | **FTE** | **Graduates** |
|  1 |  |  |  |  |  |  |
|  2 |  |  |  |  |  |  |
|  3 |  |  |  |  |  |  |
|  4 |  |  |  |  |  |  |
|  5 |  |  |  |  |  |  |
|  6  |  |  |  |  |  |  |
|  7 |  |  |  |  |  |  |

1. Explain the basic assumptions including attrition rate used in estimating the size of the proposed program by benchmark against other comparable programs in the discipline and institution to establish a baseline for your projected enrollments. Assumptions should be related to the evidence of need and to other supportive data.
2. Describe the recruitment plan for both domestic and international enrollment if anticipated. Please note: Programs may not be advertised prior to final approval through the THEC commission meeting per the THEC Policy 1.0.60.B

**SECTION V: RESOURCES**

###  A. Provide the most recent accreditation report/audits for any existing offerings within the

###  same division/department/college which speaks to need or resource allocations.

###  B. List any requirement for needed resources support along with any industry contributions

###  C. Cite the THEC annual degree productivity data where funds may be redirected from

###  closed low-producing programs (THEC A1:1.2OP) of relevant.

 D. Faculty: Describe the strengths of the existing faculty in credentials and available FTE (state

 number of full- and part-time faculty). Estimate additional FTE (specify number of full-time and

 part-time faculty) needed to support the program. If faculty are drawn from multiple departments

 or are committed to teach in multiple programs, identify which faculty and the percentage of their

 time dedicated to each program.

E. Administrative/organizational structure and personnel

F. Clerical and Support Personnel, available and needed

G. Describe existing library and information technology resources to be available to support the projected program.

H. Describe Student Advisement Support. If the proposed program is part of a collaboration or articulation agreement, how will student advising be coordinated by all participating institutions to facilitate progression and completion across all participating institutions.

 I. Describe existing and anticipated instructional facilities & instructional equipment to support the

 proposed program.

**SECTION VI: FINANCIAL PROJECTIONS**

1. Use the THEC Financial Projections Form (FP) to provide revenues and expenditures for the proposed program. If the proposed program involved more than one institution, provide a separate excel FP Form for each institution as well as an aggregate for the combined financial projections. **Submit as an Appendix the THEC Financial Projection Form.**
2. If reallocation is used, provide a rationale and source for reallocation of budgeted funds. Cite THEC annual degree productivity data where funds may be redirected from closed/ low producing programs (A1:1.2OP), if relevant.
3. List for each institution involved:
4. All active Letters of Application
5. Approved programs not meeting benchmarks
6. Low producing programs at all levels
7. Programs terminated within the last 12 months